

GEORGE MASON UNIVERSITY
College of Education and Human Development
HEAL

HEAL 110-DL 6 - Personal Health
(3 credits) Spring 2025
Distance Learning
3/17-5/6

Faculty

Instructor: Rob Dulin
Office Hours: by appointment
Office Phone: Email, Zoom
Email: Rdulin2@gmu.edu

Prerequisites

None

Course Description

Focuses on individual health improvement by studying mental/emotional well-being, fitness, nutrition, drug abuse prevention, consumerism, safety and other topics. ***Our course week will start on Tuesday and finish on Monday. The course site will be available on 3/17 at 8am.***

Course Overview

The focus of this course is health for the 21st century. Through a variety of learning activities, students will be expected to master content in 10 content areas of personal health. Students will also be expected to apply strategies for change to improve personal health.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Mason's Learning Management System (LMS). You will log in to the course site using your Mason email name (everything before @gmU.edu) and email password.

- To access your course in Canvas: <https://canvas.gmu.edu/login/canvas>.

Under no circumstances may students participate in online class sessions while operating motor vehicles.

Learning Outcomes

This course is designed to enable students to do the following:

This course is designed to enable students to do the following:

1. Recognize specific aspects and determinants of personal health;

2. Demonstrate knowledge in ten basic health areas:
 - a. Mental/emotional wellbeing
 - b. Fitness
 - c. Nutrition/weight management
 - d. Family/social wellness
 - e. Alcohol, tobacco and substance abuse
 - f. Infectious/chronic disease
 - g. Consumerism and health care utilization
 - h. Safety
 - i. Human growth and development
 - j. Environmental conservation
3. Identify ways they can improve their personal health;
4. Investigate the basic principles of the functioning of the human body as they relate to a person's health behavior choices and practices; and
5. Examine and discuss key facts, issues and problems related to personal health.

Professional Standards

Not applicable

Required Texts

Tunks, L. (2024). *An invitation to health: Taking Charge of Your Health* (21st ed.). Stamford, CT: Cengage Learning.

The textbook is integrated into Canvas for your convenience as part of the Cengage First Day Program. If you choose not to use the First Day Program, you need to contact the Mason bookstore immediately. If you opt out of the First Day Program, you will need to purchase the textbook on your own. We will cover all 20 chapters and the exams are based on the Tunks, 21st edition.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed internet access with updated browsers.
 - Canvas supported browsers:
<https://guides.instructure.com/a/720329>
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.

- Note that students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements

Expectations:

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesday and finish on Monday.
- Log in Frequency:
Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log in for all scheduled online synchronous meetings, if any.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Canvas)

Assignments and Examinations

- **Assignments and/or Examinations**
- Quizzes, Assignments, Discussions (to include discussion questions on assignments.)
- The quizzes are designed to assist in mastering the concepts in the readings. The assignments are designed to introduce additional health resources. The quizzes may cover the chapters in the textbook and/or other resources found in the Resource section of Canvas.
- Discussions and discussion questions attached to assignments will be graded based on your knowledge and understanding of the readings and your ability to relate the concepts to everyday experiences.
- Personal Change Plan (PCP)
This semester project consists of the Agreement and Final Report.
- Exams
Each exam will consist of 50 multiple choice questions.
Exam 1—Chapters 1-7
Exam 2—Chapters 8-14
Exam 3—Chapters 15-20

Other Requirements

All assignments, discussions, quizzes, and exams must be submitted to the proper location by the due date to receive credit.

Quizzes and Exams will NOT reopen and will NOT be accepted after the due date. Other work (Assignments, Discussion Boards, Personal Change Plan) submitted up to 48 hours after the due date, 50% will be deducted from the earned grade. After 48 hours, this work (Assignments, Discussion Boards, Personal Change Plan) will not be accepted. Extensions may be accepted with PRIOR approval from the instructor prior to the due date.

Assignments are not accepted through email. Students are encouraged to keep all submission confirmations from Canvas.

This course will be graded on a cumulative point system.

Grading Scale by %

A =94-100	B+ =88-89	C+ = 78-79	D = 60-69
A-=90-93	B = 84-89	C = 74-77	F = 0-59
	B-= 80-83	C- = 70-73	

Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

Course Schedule

Faculty reserves the right to alter the course schedule as necessary with notification.

Dates	Reading and Videos	Assignments	
Week 1 3/17-23	Modules 1 & 2 Chapter 1: Taking Charge of Your Health Video: Stages of Change Chapter 2: Consumer Health: Making Informed Choices Video: How to Be Happy	Quiz Chapter 1 Introduction Discussion Syllabus Quiz	Due 3/24
Week 2 3/24-30	Modules 3 & 4 Chapter 3: Emotional and Spiritual Well-Being Chapter 4: Caring for Your Mind Video: Connected But Alone, Five Components of Resiliency Chapter 5: Stress Management Video:	Personal Change Plan Part 1 – The Self Contract Begin Stress Management Assignment	Due 3/31 Stress Management Assignment Due in 2 weeks

Week 3 3/31- 4/6		Modules 5, 6, & 7 Chapter 6: Personal Nutrition Chapter 7: Body Composition and Weight Management Exam 1 (Chapters 1-7) Chapter 8: Physical Activity and Fitness Chapter 9: Communicating and Connecting Videos: Think B 4 U Post and/or 10 Ways to Have a Better Conversation	Nutrition Assignment Exam 1 Quiz Chapter 9 Heart Healthy Activity Assignment	Due 4/7
Week 4 4/7-13		Modules 8 & 9 Chapter 10: Sexual Health Chapter 11: Safer Sex and Reproductive Options Chapter 12: Sexually Transmitted Infections Video: STI's Fact and Fiction	Personal Change Plan Midterm submission and discussion Quiz Chapters 10, 11, and 12	Due 4/14
Week 5 4/14-20		Modules 10 & 11 Chapter 13: Major Diseases Chapter 14: Infectious Diseases Video: Infectious Diseases-How Do We Control Them? Exam 2 (Chapters 8-14)	Quiz Chapters 13 & 14 Exam 2	Due: 4/21
Week 6 4/21-27		Modules 12 & 13 Chapter 15: Addictive Behaviors and Drugs Chapter 16: Alcohol Video: Alcohol Chapter 17: Tobacco & Nicotine Use	Quiz Chapters 15, 16, & 17 TED Talks Assignment PCP Final Report	Due 4/28

	Videos: How Smoking Affects Your Health, Is Vaping Worse Than Smoking, Vaping vs. Smoking Chapter 18: Occupational and Financial Health		
Week 7 4/28-5/4	Modules 14 & 15 Chapter 19: A Healthier Environment Chapter 20: A Lifetime of Health Video: 5 Healthy Aging Tips Exam 3 (Chapters 15-20)	Quiz Chapter 19/20 (combined into 1 quiz) Exam 3 Personal Change Plan Discussion Board Personal Change Plan reflection	Due 5/5

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: <https://cehd.gmu.edu/about/culture/>

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
 - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see:
 - <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
 - Writing Center: <https://writingcenter.gmu.edu/>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

